

DOCUMENT RESUME

ED 315 399

SP 031 893

AUTHOR Williams, Hampton S.; Leonard, Rex L.
TITLE A Study of Mississippi Teachers' Attitudes toward the Use of Militant, Collective Actions.
PUB DATE Nov 89
NOTE 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 7-10, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Black Teachers; Collective Bargaining; Elementary Secondary Education; Public School Teachers; *Teacher Associations; *Teacher Attitudes; *Teacher Militancy; *Teacher Strikes
IDENTIFIERS *Mississippi

ABSTRACT

The attitudes that Mississippi public school teachers hold toward the use of collective, militant actions was the focus of the present research. Four-hundred and fifty elementary and secondary level teachers, representing a 75 percent response rate of the 600 randomly selected sample, responded to questions on the "Demographic Information Survey" and the "Teachers' Attitude Scale." Following a descriptive analysis of the data, two hypotheses were tested using a multiple regression/correlation technique. Findings indicated that Mississippi teachers, in general, held unfavorable attitudes toward the use of collective militant actions, that the set of demographic variables were significantly related to the attitude variable; but, of these variables, only race, gender, and sex contributed significantly to the attitudinal variance. Black teachers tended to have more unfavorable attitudes toward the use of collective actions than their white colleagues, and women were more in favor of collective actions than were men. Twenty references, one figure, and one table are included. (Author/JD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED315399

Teacher Militancy
1

**A STUDY OF MISSISSIPPI TEACHERS' ATTITUDES TOWARD
THE USE OF MILITANT, COLLECTIVE ACTIONS**

HAMPTON S. WILLIAMS, Ed.D.

REX L. LEONARD, Ph.D.

**Department of Educational Leadership and Research
The University of Southern Mississippi**

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

M. S. Williams

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

**Paper Presented at the Annual Meeting of
The Midsouth Educational Research Association
November 8 - 10, 1989
Little Rock, Arkansas**

SP031893

Abstract

The attitudes that Mississippi public school teachers hold toward the use of collective, militant actions was the focus of the present research. Four-hundred and fifty elementary and secondary level teachers, representing a 75% response rate of the 600 randomly selected sample, responded to questions on the Demographic Information Survey and the Teachers' Attitude Scale. Following a descriptive analysis of the data, two hypotheses were tested using a multiple regression/correlation technique. Findings indicated that Mississippi teachers, in general, held unfavorable attitudes toward the use of collective militant actions, that the set of demographic variables were significantly related to the attitude variable; but, of these variables, only race, gender, and sex contributed significantly to the attitudinal variance.

A STUDY OF MISSISSIPPI TEACHERS' ATTITUDES TOWARD
THE USE OF MILITANT, COLLECTIVE ACTIONS

The latter years of the 1960s and the early 1970s saw a wave of incidences of teacher militancy. In the northeast, upper midwest, and the far west, teachers' organizations, in efforts to gain some redress for perceived unsatisfactory working conditions and salaries, or to improve administrator-teacher relations, gained the right to and began to engage in collective negotiations with local school boards. Where it appeared that local school boards would not bargain in good faith or would not accede to the "demands" of the teachers, school communities experienced a behavioral phenomemon that was new and totally unexpected. Teachers' organizations began to call for strikes and other collective actions and the rank-and-file teachers responded to the calls.

According to Fagan, in the 1968-1969 school year alone, there were 131 teacher strikes, involving teachers in 24 states and Washington, D.C. In the 1969-1970 school year there were 181 teacher strikes, an increase of 28% [1]. Fagan stated that it was during the decade of the '60s that collective bargaining was to become almost commonplace for America's public school teacher groups, those affiliated with the National Education

Association (NEA) and the American Federation of Teachers (AFT), as well as other organizations [1].

Teachers in the southeastern area of the United States were among the last group of educators to become involved in National Education Association or United Federation of Teachers sponsored collective actions. The state of Mississippi is one of the last states in which teacher militant behavior, as yet, has not become a force that, under the law, bargains with school boards for better wages and improved working conditions. While there are active teachers' organizations which, yearly, represent these educators before the Education Committee of the Mississippi State Legislature, their behavior, in no way, appears similar to that of teachers, for example in the northeast, midwest, the far west, or even closer, in the state of Louisiana.

In the Winter of 1985, on January 17, however, in response to a call made by the Mississippi Education Association and supported by the Mississippi Federation of Teachers, a large group of teachers (approximately 15,000) from all over the state of Mississippi converged on the Mississippi State Capitol, in Jackson, in an effort to meet with their elected state representatives [2, 3]. There was something ironic about this mass confrontation. While these educators wanted to voice their concerns about perceived unsatisfactory conditions under

which they were employed and to seek better wages, a large percentage of them were in the state capitol with the blessings of their school boards and their district superintendents. According to Martin, many area schools closed to let their teachers attend the rally. Other districts allowed a representative from each of the district's schools to attend [4]. Still others gave teachers permission to take a personal leave day [5]. Interestingly enough, those who were there without the consent of their school officials, did not consider themselves on strike, even though their absences, in some districts, had caused some schools to be closed. Also, these teachers did not belong to a single bargaining unit but were representative of two of the three teacher groups that existed in Mississippi. The Mississippi Professional Educators declined to take part in the public demonstrations or in the threatened walkouts [6]. Subsequent to this mass meeting in the state capital, the teachers, some who had come with their school administrators, left and on the next school day, went back to their work assignments. Only in a few districts did teachers remain out of work after the rally at the state Capitol. Many of the state's newspapers carried numerous articles giving the exact percentages of teachers who had attended the episode in the state capitol as well as those demands that were presented to the state legislators [7].

The increasing seriousness with which this unexpected teacher action was taken can be seen in the manner in which the news media informed the public. In the Jackson Daily, on January 3rd, for example, the first news of the teachers' planned actions were printed in Section C on page 3 [8]. On that day, a small group of Mississippi Federation of Teachers members picketed the capitol building. By January 10, 1985, however, the story of the impending "Teachers' March on the Capitol" was printed in Section A on page 1 with large captions [9].

There have been no further incidences of statewide collective actions involving the Mississippi teachers since 1985, prompting this researcher to ask the following question: Why, after making such a dramatic show of force in 1985, did the teachers' organizations not continue their efforts on behalf of the teachers by beginning to agitate for collective bargaining rights on behalf of its members?

There are at least two possible paths along which to speculate about the above query. One path was taken by Weidie [10] whose essay pointed out certain weaknesses that were inherent in the teachers' organization at that time. Weidie suggested that:

1. At least one of the three teachers' organizations (i.e., Mississippi Professional Educators) would not

even consider becoming a participant in the planned collective action.

2. The public relations strategies that the teachers' organizations used were counterproductive to the very thing that teachers seemed to want.
3. Neither of the three organizations had the political clout to influence the state's legislature.

This researcher, while giving tacit agreement to Weidie's assertions, offers another explanation: Teachers in Mississippi, at that time, as a collective were not inclined to engage in further collective actions beyond those which had already taken place.

This paper, therefore, represents an effort to investigate teachers attitudes toward the use of militant, collective behaviors and to ascertain the pervasiveness of these attitudes whether positive or negative. The research question that provided a focus to this study was as follows:

What are teachers' attitudes toward the use of collective, militant, behaviors and will there be attitudinal differences that can be explained by selected demographic variables such as age, gender, race, highest degree earned, teaching experience, level of teaching assignment, district type, and school size?

As used in this study, teacher militancy refers to teachers' participation in collective negotiations with school boards and that concern matters in the areas of salary and conditions of employment, as well as the overt activism of participation in strikes and work slowdowns [1].

THEORETICAL DISCUSSION

Evans' "Theory of Teacher Collective Organizational Behavior" is an attempt to give a frame of reference (i.e., a model) through which teachers' collective behaviors might be understood [11]. The model consists of three components: (1) Teacher Organizational Mind set, (2) Organizational Structure, and (3) Administrative Authority. Specifically, according to Evans, the theory attempts to explain why the collective behavior of teachers takes on different forms and directions in seemingly similar situations. The theory posits schools as formal organizations and teachers as having attitudes and values similar to members of other formal organizations. Additionally, the theory postulates that teachers' attitudes toward militancy is related to organizational, psychological, and demographic variables [11]. Evans' theory was tested by Kephart who found that the theory provided a powerful perspective from which to view the behaviors of teachers within school organizations [12].

Kephart found significant relationships between certain selected demographic data and teachers' attitudes toward militancy. Additionally, Kephart found that teacher attitudes toward militancy were significantly related to teachers' job satisfaction [12]. It should be noted that both Evans' theory and Kephart's research were accomplished using teachers who were already members of the United Federation of Teachers, many of whom, no doubt, had participated in the collective actions that successfully struck the New York City School System in the late 1960's and 1970's.

The present study will focus on only the first component of Evans' theory--the "Organizational Mind Set" (i.e., attitudes of Mississippi teachers) and its relations to certain selected demographic variables. According to Boulter, Leonard, and Williams [13, p.13] "the South, historically, has not had a pro union orientation." Additionally, of the 226 respondents in their investigation, only 94 belonged to some teachers' organization. In light of that observation, the present researcher determined that it would be instructive to see if, after the events of 1985, teachers attitudes toward being involved in collective, militant behaviors as a means of addressing their problems had become a viable option.

From the foregoing discussion, the following hypotheses were generated:

1. Teachers' attitudes toward the use of collective actions will be significantly related to age, gender, race, highest degree earned, teaching experience, and level of teaching assignment.
2. Age, gender, race, highest degree earned, teaching experience, and level of teaching assignment will contribute, independently, to differences in teachers' attitudes toward the use of collective actions.

METHODOLOGY

Research Sample

Questionnaires to collect teachers' attitudes toward the use of collective actions were mailed to a random sample of 600 certified, elementary and secondary school teachers. Of these, 450 were returned, giving a 75% response rate. In addition to teachers' attitudes concerning the use of collective actions, selected demographic data were gathered.

Instrumentation

To operationalize the major variable regarding teachers attitudes about the use of collective actions, the Teacher Attitude Scale (TAS), developed by Carlton [14] was used. The

TAS was a 14-item, five-choice, Likert-type response scale. The responses had the following values: Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. Scores on the TAS could range from a high of 70 to a low of 14. A high score on the TAS represented an unfavorable attitude toward the use of collective action, while a low score indicated a favorable opinion toward the use of collective actions. The TAS was originally used by Carlton for use in the investigation of attitudes of North Carolina public school teachers toward the use of professional negotiations and sanctions [14].

The TAS has a reported split-half reliability of .82 [13]. The Cronbach alpha reliability, established in this study was .88. Construct validity was investigated through the use of factor analysis and resulted in a single-factor solution that accounted for approximately 51% of the explained variance.

In order to determine how teachers responded to the TAS, a frequency item analysis was completed. Multiple correlation/regression analysis was used to test the hypotheses. The significance level was set at a .01 level with an adequate power level in order to avoid the possibility of committing a Type I or a Type II error.

RESULTS AND DISCUSSION

Results

Descriptive data are shown in Figure 1 and Table 1. As Figure 1 indicates, the profile of the total sample seems to portray a group of teachers who appear to be more undecided than they are either in agreement or in disagreement with a majority of the items used to measure their attitudes concerning the use of collective actions. The calculated mean of the total scale scores ($\bar{X} = 47.1$) might seem to support that assertion. However, Figure 1 is somewhat misleading. To get a clearer picture of teachers' attitudes toward collective action, one must study the frequency distribution of their responses.

At this point, the notion of emotional intensity comes to the fore. Shrigley and Koballa defined this concept as "that readiness of a teacher to respond favorably or unfavorably toward psychological objects as collective, militant actions" [15, p.111]. They suggested that researchers use not only quantitative methods to investigate a scale's emotional intensity but that qualitative methods be used as well. According to these authors, a well-constructed attitude or opinion measure would contain items "that generate responses that spreads across Likert's favorable to unfavorable continuum" [p. 113]. They offered a "rule-of-thumb" that the

responses to any item should not be greater than 25% in the neutral or undecided category.

Table 1 shows the percentages of responses to the items according to the five-point, Likert-type TAS. A study of these percentages reveals that, individually, teachers do have very definite opinions about the issues addressed by the TAS items. For example, for items 3, 4, 8, 9, 12, and 14, a majority of the respondents showed definite opinions in either the "agree" (4) or "strongly agree" categories. Specifically, 78% of the teachers appear to have strongly agreed or agreed with Item #3 on the TAS that stated that "a good teacher" can always get the salary that is needed without resorting to collective negotiations." On the other hand, on Item #13, a small majority of teachers agreed that imposing sanctions would improve educational opportunities. A corresponding observation that must be made regarding this item is the fact that, according to Table 1, 26% of the teachers were undecided about the benefits attributed to imposing sanctions. Even with this size of undecided responses, however, there is still a spread throughout the other categories. With the exception of item #5, all other items meet the emotional intensity criteria as stated by Shrigley and Koballa [15].

The descriptive analysis seems to suggest that, at least in this study's research sample, the teachers had unfavorable

attitudes toward the use of militant, collective actions. Subsequently, the two hypotheses were tested to ascertain the relationships of selected demographic variables to the attitude variable and to find out if differences in expressed attitudes might be explained by the selected demographic variables.

The results of the test of hypothesis 1 showed that the set of demographic variables accounted for a modest, but significant, 13.7% of the explained variance in teachers' attitudes toward the use of collective actions.

The test of hypothesis 2 produced the following significant findings. Race was the foremost contributor to variance in the TAS scores ($R^2 = .054$, $F[1,448] = 25.742$, $p < .0000$). African American public school teachers appeared to have significantly more unfavorable attitudes toward the use of collective action ($\bar{X} = 51.97$) than their European-American counterparts ($\bar{X} = 45.01$).

Gender followed race as a modest, but significant, contributor to variance in the dependent variable ($R^2 = .035$, $F[1,488] = 16.382$, $p < .0001$). Men tended to have more unfavorable attitudes toward the use of collective action ($\bar{X} = 51.61$) than did female teachers ($\bar{X} = 46.26$).

The variable, age, appears to be a small but, significant, contributor to the variance in the TAS scores (R^2

= .024, $F [4,445] = 6.945$, $p < .0000$). There are significant differences between the five categories. Teachers between the ages of 31-40 tended to have the most favorable attitude toward the use of collective actions ($\bar{X} = 40.46$). Teachers between the ages of 51-60 had the least favorable attitudes toward the use of collective actions ($\bar{X} = 48.76$). Neither of the remaining demographic variables (i.e., highest degree earned, teaching experience, and level of teaching assignment) made any significant, independent contributions to the variance in the TAS scores.

Discussion

This study attempted to ascertain what were the attitudes of Mississippi teachers toward the use of collective, militant behaviors and whether there were significant attitude differences among these educators. The TAS was used to operationalize the attitude variable and selected demographic variables were used to investigate for possible attitudinal differences. Prior to testing the hypotheses, descriptive analyses of the data were conducted using individual TAS items. Generally, these data seemed to indicate that the present sample of teachers appears to have some very definite attitudes toward the use and usefulness of militant collective actions. This assertion is supported through the analyses of

the items for their emotional intensity. There were a few items about which these teachers seemed to be indecisive. Item #5 that states "sanctions foster teacher commitment" had the highest percentage of undecided responses of all other items. Again for item #7 which states, "collective bargaining erodes local control, 28% of the teachers gave undecided responses. These observations appear to conflict with the results of Boulter, Leonard, and Williams who state [13, p. 12]: "It appears that the teachers in the state from which the sample was drawn were, at the time this study was conducted, rather ambivalent about teacher unions." Their study was also conducted on a sample of Mississippi public school teachers. Unlike their study sample, the present sample of teachers showed a definite propensity to resist the use of militant, collective actions that are commonly associated with union activities. Unlike the Boulter, Leonard, and Williams study where the teachers "tended to cluster around the center, and a 'middle of the road' attitude seemed to prevail" [13, p. 12], Generally speaking, a majority of the teachers who responded to the scale in this investigation seemed quite definite about their attitudes toward the use of collective actions.

The first hypothesis was accepted. The selected demographic variables were significantly related to teachers attitudes toward the use of collective actions. The modest,

but significant, amount of explained variance is in keeping with results reported in other similar research (see, for example, Conklin [16], Giandomenico [17], Macomber [18]).

The test of the second hypothesis revealed significant differences being explained by race (i.e., African-American and European-American teachers), gender (i.e., between female and male teachers), and age (i.e., between younger and older teachers). Only these explained differences, therefore, will be discussed.

The fact that African-American public school teachers tended to have more unfavorable attitudes towards the use of collective actions came as a complete surprise. African-Americans, as a group, have seemed to believe in, and traditionally, have used collective actions to gain redress from perceived and/or actual wrongs. It should be stressed, however, that the attitudes of these African-American teachers, as a group, were considerably higher than what would be needed if one wished to infer a propensity to engage in active militant collective actions within the school organization. A much lower group mean score (e.g., $\bar{X} = 26.00$) than that which they obtained would have had to be achieved for one to conclude that these teachers, in fact, held highly positive attitudes toward the use of collective, militant actions against schools systems in which they are employed. One might conjecture that,

in the past, when Southern African-Americans used collective actions, the actions were usually aimed at addressing some perceived incongruity between what they believed the Constitution and Bill of Rights said and the kinds of treatment received that they believed were unconstitutional. Failing to gain relief when written or verbal complaints were made, they invoked the influence of collective actions. In these actions, a cross-section of the African-American population was involved. They were expressing a demand for relief from problems that impacted on the entire African-American population. However within the public schools, where they are in the minority, and the perceptions of the professional teacher prevails, they might feel reluctant to become actively engaged in actions that they felt were unprofessional.

This suggestion finds some support in the findings of Wells [19], who studied the propensity of African-American teachers in New York State to engage in militant behavior. He concluded that "militancy is not a serious problem in educational situations involving Black Teachers" [p.2456]. Wells speculated that his conclusions regarding probable militancy of African-American teachers came about as a result of their professional orientations. His data show that the teachers in his research sample had a professional orientation that focused toward their clients (i.e., their students).

The finding of a significant difference between male and female teachers suggests that men are more unfavorably inclined toward the use of collective action than are women. Having made this observation, it is prudent to point out to the reader that there are more female teachers than there are male teachers in Mississippi's public schools. This being the case, it is reasonable to conjecture that men would be more interested in those actions that they perceived would improve their ability to take care of their family responsibilities. To some of those curious about teachers' involvement in union activities, the reality might be in contradiction to this finding. In fairness to the female teachers, it should be noted that a woman teacher, an African-American, was one of the leading Mississippi Education Association planners of the first mass action ever held by Mississippi teachers in 1985. In addition, the President of the Mississippi Federation of Teachers, also, is a woman.

The small, but significant contribution made by the age variable finds support in the research of Conklin. He reported that, in his research, he found that teachers in the middle age range (i.e., 30-40) tended to hold more positive attitudes toward the use of collective actions than did teachers in the upper age range [15].

The findings regarding the roles that age, gender, and

race offer some response to Wells' [18] suggestions for further research. However, the investigation of the relations of years of teaching experience and educational degree to militancy among teachers will need further attention, since these two variables, in this study, made no significant contribution to variation in the militancy variable.

It can be argued that increased teacher militancy is counterproductive to the very thing that teachers hope to achieve--professional status. According to Boulter, Leonard, and Williams [13, p. 13]: "many teachers would like education to be perceived by the general public as a profession that enjoys social and economic status as do other professions. However, Evans posited that teachers have an "Organizational Mind Set [11]." In other words, they have expectations of fulfilling some of their psychological needs within the environment of their schools.

It is apparent from the literature and research that has been spawned by teachers' militant actions, that teachers have needs that are real and that they, in some instances, have been willing to resort to collective actions to obtain some relief from their perceived needs deficiencies. Understanding Mississippi teachers' "organizational mind set" and the behaviors that are likely to emerge when organizational environments and the "mind set" are not congruent, might

provide administrators with proactive solutions to teachers' job-related issues. Careful analyses of the schools' organizational patterns and how administrators behave toward the teachers might uncover areas that need to be changed in order that teachers are not driven to engage in collective, militant actions against the school systems in which they are employed or against the state legislature that controls the purse strings of public education and the State Department of Education that controls the curriculums. This notion of proaction has been articulated before by Purrington who suggested that if the unrest and militant behaviors of teachers are to be reduced, boards of education and school administrators must design organizations which adequately meet teachers needs [20]. Such action, according to Purrington, in removing the sources of the unrest, would contribute to the motivation of teachers toward better performance and would tend to reduce walkout behavior and its possible disruptive influence in the education of children [20].

REFERENCES

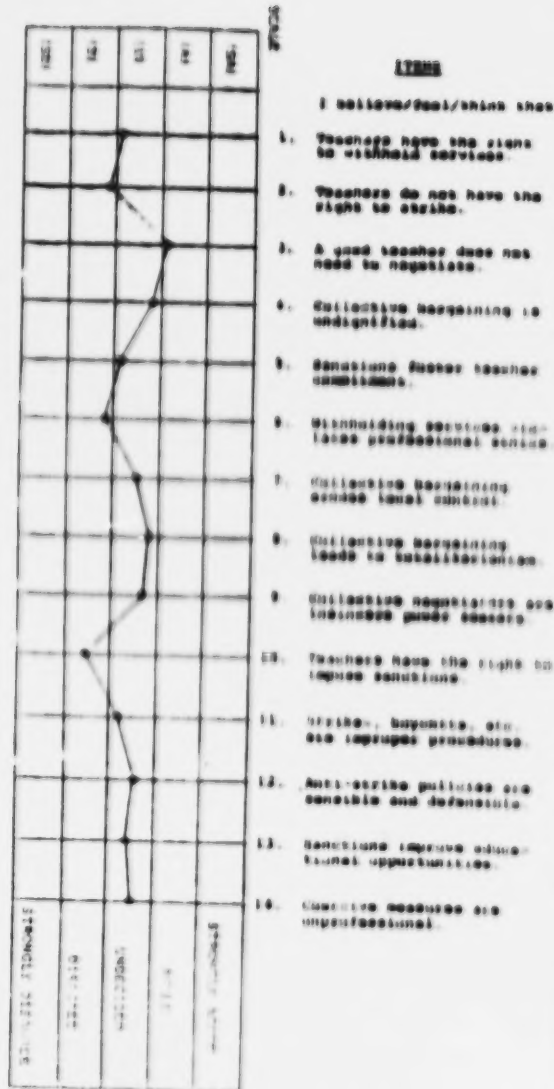
1. R. A. Fagan, "A Social Theory of Teacher Collective Organizational Behavior," unpublished doctoral dissertation, Marquette University, 1978.
2. Jackson Daily, January 18, 1985, p. 3C.
3. Clarion Ledger, January 20, 1989, pp. 1B, 2B.
4. Meridian Star, January 15, 1985, p. 1A.
5. Jackson Daily, January 17, 1985, pp. 1A, 10A.
6. Jackson Daily, January 8, 1985, p. 8A.
7. The Meridian Star, January 18, 1985, p. 1A.
8. Jackson Daily, January 3, 1985, p. 3C.
9. Jackson Daily, January 10, 1985, p. 1A.
10. The Meridian Star, January 18, 1985, p. 4A.
11. S. Evans, "Towards a Theory of Teacher Collective Organizational Behavior," unpublished doctoral dissertation, New York University, New York, 1966.
12. C. A. Kephart, "The Relationship of Teacher Militancy to Organizational Structure and Job Satisfaction," unpublished doctoral dissertation, New York University, New York, 1981.
13. W. Boulter, R. L. Leonard, and H.S. Williams, "Teacher Unionism: Factors that Motivate Membership," Journal of Collective Negotiations, 18, pp. 171-182, 1989.

14. R. W. Carlton, "The Attitudes of Certificated Personnel Toward Professional Negotiations and Sanctions," unpublished doctoral dissertation, University of North Carolina, Chapel Hill, North Carolina, 1966.
15. R. L. Shrigley and T. K. Koballa, Jr., "Attitude Measurement: Judging the Emotional Intensity of Likert-Type Science Attitude Statements," Journal of Research in Science Teaching, 21(2), pp. 111-118, 1984.
16. R. P. Conklin, "Sex and Age of Teachers, School Climate and Teacher Militancy in the Elementary School: A study of Their Relationships," unpublished doctoral dissertation, University of North Carolina, Chapel Hill, North Carolina, 1980.
17. L. L. Giandomenico, "Teacher Needs, Militancy, and the Scope of Collective Bargaining," Journal of Educational Research, 66, pp. 257-259, 1973.
18. S. A. Macomber, "Teacher Militancy and Propensity to Strike: An Educational Philosophical Analysis," unpublished doctoral dissertation, United States International University, Washington, DC, 1980.
19. J. C. Wells, "Teacher Militancy and Professional Orientation Among Black Teachers in New York State," unpublished doctoral dissertation, New York University, 1976.

20. G. S. Purrington, "Work Environment, Risk Taking, and Walkout Behaviors of Teachers," United States Educational Resources Information Center, Department of Education, Washington, DC, 1970. (ERIC Document Reproduction Service, No. 052 1690).

Figure 1. Profile of Responses:
Teachers' Attitude Scale

Scale: 100% = 100% = 100%



BEST COPY AVAILABLE

Table 1
Summary of Item Response Percentages

<u>Items</u>	<u>Combined Response Categories</u>		
	<u>SA+A</u>	<u>U</u>	<u>D+SD</u>
1. Teachers have the right to withhold services.	44	20	36
2. Teachers do not have the right to strike.	40	17	43
3. A good teacher does not need to negotiate.	78	10	12
4. Collective bargaining is undignified.	67	14	19
5. Sanctions foster teacher commitment.	40	33	27
6. Withholding services violates professional ethics.	43	15	42
7. Collective bargaining erodes local control.	45	28	27
8. Collective bargaining leads to totalitarianism.	73	15	22
9. Collective negotiators are insincere power seekers.	70	14	16
10. Teachers have the right to impose sanctions.	21	15	64
11. Strikes, boycotts, etc. are improper procedures.	50	17	33
12. Anti-strike policies are sensible and defensible.	58	20	22
13. Sanctions improve educational opportunities.	51	26	23
14. Coercive measures are unprofessional.	62	14	24